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ABSTRACT

This report reviews the background of the development of the competency-based educational administration program at the University of Minnesota and presents the program along with reflections on the program's implications and recommendations for its continuing evolution. Included is an extensive list of the competencies on which the program is based. Appendixes present the competency program development plan, general information for students in educational administration, state certification requirements, faculty resources, course offerings, and the program advisory council members. (Author/IRT)

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A PLAN FOR COMPETENCY-BASED TRAINING OF EDUCATIONAL ADMINISTRATORS

Submitted to

Minnesota State Department of Education

by

Department of Educational Administration
College of Education
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July 1, 1974

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INTRODUCTION

Every phase of society having its own peculiar jargon, has also its own unique "in" words. Education as the mirror of that society is no different. Resulting from the uprisings of the sixties and reacting to the bombardment of criticism, it has in the last decade adopted the new watchword of accountability. Responding to apparent lower mastery of skills according to periodic standardized testing, parents are questioning why their children are not learning. Demanding more relevant preparation for teaching, college students are seeking longer and more varied field studies and experiences. Recognizing the need to endorse only qualified candidates for certification, the states have undertaken an examination of their present modes of certifying and are mandating or recommending programs whose goal is "accountability."

Although this particular word is not a new one in educational terminology, it has, because of some other technological and educational advances, become part of a new model: the competency or performance-based program. Applied first to teacher education, the states within the last three years have extended the concept to the preparation of administrators. Following the trend and convinced of its potential effectiveness, Minnesota, in 1973, mandated that all colleges and universities offering administrative certification, submit for approval by July 1, 1974, a competency-based program.

The intent of this report is to review the background of the development of the competency-based program at the University of Minnesota and to present the Educational Administration program, with

reflections on the implications of this program and recommendations for its continuing evolution.

BACKGROUND TO PROGRAM DEVELOPMENT

Program analysis activities of the Department of Educational Administration at Minnesota began in the spring of 1972 with a study of current programs by a team of consultants. The report of the consulting team (Kenneth MacIntyre, University of Texas; Keith Goldhammer, Michigan State University; and Gene Glass, University of Colorado) was delivered and discussed at a faculty retreat in September, 1972. In this discussion the faculty agreed to embark on a program analysis and development effort which would attempt to attain a closer relationship between professional training and the administrative role demands faced by program graduates. This commitment takes shape as a plan for certain events which organize faculty, student and graduate contributions to produce a design for a competency-based program and a plan for delivery of instruction to meet the requirements of such a program. The relationship among these events and their over-all timing is shown in Figure I in the Appendix.

At this writing, the schedule outlined in Figure I has been closely followed. The most accurate picture of the current state of affairs can be obtained by examining two of the "way" stations in the Development Plan. The summary of Role Competencies provides the background for professional practice found in the work settings of administrators. The Courses of Study Report shows how existing course content might be modified to include the foundations for competency training in some suitable order. Together, the two "way" stations are the bulwark for the Proposed Educational Administration Program.

THE UNIVERSITY OF MINNESOTA EDUCATIONAL ADMINISTRATION PROGRAM

Rationale

The greatest value of the competency-based certification program is the significant recognition of individual differences. Following the major trends towards a more individualized approach to education at all levels, competency-based certification allows the student to progress at his/her own rate and method through the institutional program. By integrating theory and skills, it increases the relevancy of the course material for the student who is concerned that he/she be prepared adequately to meet the daily challenges in the field. Thus, an immediate goal of competency-based certification is to enable the student to meet successfully the needs of the job.

However, the University's program is not only concerned with the present, it also is future-oriented. Aiming at improving the quality of leadership within the schools, it asks the student to relate continually the acquisition of skills to his/her own educational philosophy. Hopefully, at the conclusion of the program, the student will have achieved an integrated body of knowledge and skills so that as an experienced practitioner, he/she will be selecting appropriate means to achieve well-identified goals. If successful in this dimension, the program will have succeeded in revitalizing a threatened system. To determine the effectiveness on this level, a period of time must elapse.

While the goals of competency-based programs are easily identifiable, professionals recognize the difficulties in measuring and

evaluating competencies. At present, this seems to be the focal point around which major research and experimentation must be carried out. Reliable and valid indicators demonstrating competencies need to be enlarged. Adequate measurements based on criterion-referenced evaluations are yet to be conceived. So while competency-based programs may be implemented, it is important to realize that they are still very much in the embryonic stage of development.

The Department of Educational Administration of the University has generated a list of competencies and a program which will help the student to achieve those competencies. It continues to wrestle with the problem of measurement. Most important, it recognizes that neither the list of competencies nor the program is final; in the true educational process, both will be subject to constant and continual revision.

Phase I

Educational Philosophy, Needs Assessment, Program Identification

Because competency-based certification focuses on specified goals identified with the professionally prepared administrator, it affords each institution great flexibility in the means provided each student to achieve those goals and each student with great individuality in the choice of those means. In accord with the rationale for adopting competency-based certification, it seems essential that the student as he/she enters into the field of Educational Administration be given the time and means to reflect on his/her educational philosophy, possessed competencies and proposed program.

Ideally, every human being acts in accord with some philosophy by which he/she lives. Realistically, each person has not always had or taken the time to formulate and articulate this philosophy. For those who are preparing to lead, it is important that they have the opportunity to reflect on the long-range values and goals which they hold. It is equally important that periodically they take time to reflect whether their actions or tasks are reflecting those values which they hold and goals which they hope to attain. For those in the education field who are hopefully leading others in the thought process, it is vital that they themselves have this time to reflect on their beliefs on the potential of human beings as well as on the means consistent with this view of human nature to help these individuals reach their potential.

Once his/her own educational philosophy has been identified and articulated, the candidate for the administrative certificate should be given the institution's concept of the role and a list of competencies deemed by professors and experienced administrators appropriate to the role. In accord with his/her educational philosophy, the candidate can define his/her role expectations and assess his/her competencies. Comparing these with the list generated by the experienced practitioner, the student is able to designate those which he/she needs to acquire and thus, design a program which would meet his/her individual needs. (This process is not unlike a systematic needs assessment.) Since every student brings his/her variety of experiences to the institution and especially at the graduate level, can well-identify methods of learning most appropriate to him/her self, it is important that the program provide for a variety of instructional methodologies.[1] Thus, the student is free to choose from this variety to achieve the necessary competencies.

ROLE DEFINITION

Principalship. The concept of principalship can have as many varied interpretations as people who fill the job. To designate one role description and say this is it is almost totally an impossible task. Therefore, it is important that the identification be broad enough to allow for individual interpretation and specialties and yet specific enough to provide an individual with minimal skills to manage and lead effectively an educational institution. The competencies so designated for the role of principal indicate that he/she should be a person of

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[1] See p. 30.

general knowledge about many things, such as resources, evaluation, personnel planning, board pressures. They further indicate that the principal should be a specialist in working with people - staff, students, and community - that he/she might be leading constantly towards new goals and new dimensions in the learning process. Thus, in a succinct definition, the principal is the instructional leader and the competencies so identified for this role are meant to give him/her the skills to achieve that goal of leadership.

In the University's program, competencies deemed appropriate to fulfill successfully the role of the principalship are:

1. Goals 1.0 through 4.0 - all competencies with the exception of 1.82 and 1.142.
2. Goals 5.0 through 7.0 - competencies identified as the minimum level.

Superintendency. Even more varied in interpretation in current professional literature is the role of the superintendent. Having evolved from the concept of a clerical aide through that of an educator to that of a business manager, the superintendent is currently in the stage of being the chief executive and professional advisor in the school system. This, coupled with the variety of school districts in the country, makes it most difficult to identify even minimum skill levels necessary for the role.

However, as professional advisor, the superintendent is the liason between the community and the individual schools in his/her district. As such, he/she is expected to be knowledgeable in his/her profession of education. As chief executive, the superintendent must possess the management skills to implement the desires of the community as represented

through the board and the instructional program as represented through the professionals on his/her staff. Beyond that, the candidate for superintendency may wish to specialize in an area which he/she deems important to the role as he/she defines it.

In the University's program, competencies deemed appropriate to fulfill successfully the role of the superintendent are:

1. Goals 1.0 through 4.0 - all competencies.
2. Goal 5.0 - competencies identified as the minimum level.
3. Goals 6.0 and 7.0 - competencies recommended for the superintendency.

Competencies

Staff Relations and Development.

Goal 1.0 Consistent with his/her educational philosophy, the student will be able to assess the needs of the school organization, recruit suitable candidates to fill these needs and provide for ongoing development and professional growth of the staff.

The student will:

1.1 study the various theories of organizational management.

1.11 successfully complete a written examination at the 80% proficiency level indicating a familiarity with the major organizational theories.

1.2 analyze organizations as social systems with focus on individual behavior in organizational roles, technical and/or production processes and management control systems.

1.21 given a list of current journals, read three abstracts of research in organizations.

1.22 in written form, apply concepts in organizational thought or research to a problem in school organization.

1.3 study structural components which provide systemic order to formal organization.

1.31 write an analytical essay to demonstrate a theoretical competence to deal with school organization as a social system.

1.4 study role orientations in school organization in relation to the functional imperatives of a social system.

1.41 construct a typology of school roles in a matrix of functional exigencies.

1.5 relate the systemic referents in social system theory to administrative behavior.

1.51 demonstrate in seminar presentations varieties of administrative styles in relation to conceptions of school organization.

1.6 analyze interactive relationships among subsystems in the formal organization of school.

1.61 write a descriptive case to demonstrate the clinical interaction among subsystems in school organization as it relates to a specified problem.

1.7 become familiar with various leadership styles.

1.71 describe in written form a style of leadership to which he/she personally subscribes.

1.8 examine the components of personnel planning and apply the principles to a hypothetical school district.

1.81 create a traditional staffing plan for the district and compare his/her staffing plan with the staffing plan of another actual district.

1.82 candidates for superintendency will submit a creative staffing plan for an existing school district.

1.9 study recruitment procedures of various public school districts and demonstrate skills appropriate to each of the components of the procedure.

1.91 write a job description for the assignment.

1.92 write an appropriate letter announcing the vacancy to be sent to placement agencies.

1.93 develop a recruitment brochure for the school district.

1.10 identify needs of a particular school district, assess candidates' qualifications and make an appropriate selection.

1.101 rank the candidates, utilizing credentials and filmed interviews.

1.102 discuss inadequacies of interview/credential techniques. List alternative methods to get information about candidates.

1.11 explore the process of orientation of new teachers in a school, determining their needs and establishing an appropriate plan.

1.111 develop, in written form, a plan for an orientation session for new teachers.

1.12 explore components and types of inservice programs, considering alternative possibilities for inservice.

1.121 plan, in written form, an inservice training program.

1.13 study methods and ways to evaluate staff competency and effect a plan for developing these competencies.

1.131 develop a plan for operationalizing a program of staff evaluation.

1.132 identify major strengths and/or weaknesses in filmed or actual segments of staff performance.

1.14 study state bargaining law and know rights of employer and employee as well as negotiable matters.

1.141 successfully complete a written examination at the 80% proficiency level on the rights of employers as well as negotiable matters within his/her own state.

1.142 Candidates for superintendency will attend with a practicing superintendent or arbitrator bargaining sessions and keep a log of strategies used by both employers and employees during the sessions.

Public Relations.

Goal 2.0 The student will be able to identify the formal and informal power structure and to utilize all communication skills with his/her constituencies, consistent with his/her educational philosophy of decision-making.

The student will:

2.1 develop the ability to listen and to hear suggestions, criticisms and problems of those with whom he/she works.

2.11 given a suggested list of current professional literature, prepare an annotated bibliography of at least ten articles and/or books which the student has found helpful in offering specific communication practices for effective administration.

2.12 demonstrate through case studies and role playing active use of listening and interpretive skills.

2.13 analyze communicative situations where listening skills have ameliorated or aggravated the situation.

2.14 given the role of facilitator in a group session, demonstrate skills in group processing.

2.2 utilize media resources, such as the press, radio and television, in communicating with the public.

2.21 through report to class, identify in a particular school district the media available to and interested in the school news.

2.22 contact and talk with representatives from the various forms of the media who are interested in the school news. Give written report of information acquired through meetings.

2.3 identify power structures within and outside the organization.

2.31 study the research and theory on the development and identification of power structures within the organization and complete a written examination at the 80% proficiency level on theories of power structure.

2.32 through verbal or written discussion, analyze a video-tape or real school board or staff meeting and relate theories of power structure and power plays.

2.33 plan and implement a strategy to pass a measure through a meeting. Write and document this.

2.34 evaluate his/her use of power in working with constituencies.

2.341 assess through role playing difficult situations with "parents" or "community" in class.

2.342 analyze in the role playing specific techniques used based on human relations or group process skills.

2.4 develop the ability to involve constituencies effectively.

2.41 study methods of analyzing goals and roles of group of individuals and the interaction of the two and prepare an oral or written report on a method which the student thinks is most effective.

2.42 given a specific school district with which to work, become familiar with the interests, issues, powers and pressures of the community, staff, special interest groups and the legislature through guest speakers, printed word and other media communications. The student will:

2.421 prepare a brief written or oral overview of his/her selected school.

2.422 test skill of applying responses appropriate to eliciting from each constituency a concern for the student's welfare.

2.423 explain effectively the rationale behind the acceptance or rejection of the constituencies' suggestions and requests.

2.424 explain how suggestions will be utilized and what follow-up will be provided.

Student Relations.

Goal 3.0 The student will be able to recognize causes of pupil pressures and consistent with his/her educational philosophy, create structures for pupil input into the school community and coordinate pupil personnel services.

The student will:

3.1 have knowledge of the legal principles related to youth conduct and be able to recommend and enforce school regulations respecting pupils' rights and maintaining order for the general welfare of the school community.

3.11 demonstrate knowledge of the legal principles related to youth conduct and students' rights by successfully completing a written examination at the 80% proficiency level.

3.12 given simulated experiences and/or case studies, be able to apply the legal principles and make an appropriate decision regarding procedure to be followed and action to be taken.

3.2 have knowledge of laws relating to liability and tort.

3.21 given simulated experiences and/or case studies, be able to apply the legal principles governing the school district's, administration's and staff's accountability in cases of liability and/or tort.

3.3 develop the ability to react appropriately to stress situations.

3.31 indicate an ability to identify factors leading to stress situations within an individual and among individuals by submitting at least two case studies of each type.

The case studies will identify:

3.311 home, school, personal and social pressures leading to stress at appropriate levels of schooling.

3.312 stages of personal and emotional development which have a bearing on the school situation.

3.313 procedures to be used by an administrator in referral to persons or agencies which can assist.

3.314 alternate actions which might be taken when problems become extreme.

3.32 given an intern experience, make decisions in an actual situation. Assessment of experiences will be made by the subjective evaluation of student, practicing administrator and university intern monitor.

3.33 given an actual or simulated situation, analyze conditions within the school or other institutions which encourage or discourage stress situations and then develop a plan to promote reduction in stress among pupils, faculty, parents, community, etc.

3.34 given a small group of pupils with whom to work, demonstrate group processing skills to deal with interpersonal communications involving stress and confrontation.

3.4 develop the ability to create vehicles for student input in decisions.

3.41 study systematic plans for teaching pupils processes of decision-making and implement one plan with a group of students.

3.42 experience through internship working with pupil groups to channel pupil input into decision-making.

3.43 given a specific school or school situation, evaluate the effectiveness of such existing structures within the school.

3.5 develop the ability to create mechanisms for constructive use of pupil pressures.

3.51 given a specific school district, identify by listing organizations outside the school setting which can be used constructively to relieve pupil pressures.

3.52 identify organizations within the school setting which can be used constructively to relieve pupil pressure and evaluate if these are effective by review of research or evaluation in a specific school.

3.6 develop the skill of working effectively with various cultures so that pupils may become more fully themselves.

3.61 through clinical observations and simulated multicultural encounters, observe ways which various cultures respond to situations.

3.62 measure the sensitivity to varying cultural responses through pre- and post-tests in the affective domain.

3.6 develop the ability to coordinate pupil-personnel services.

3.71 become familiar with the structure for pupil personnel services within the district and within the state and regional structures and identify procedures through written report for referral and coordination.

3.72 evaluate alternative structures of pupil personnel and make commendation or recommendations for each situation.

Instructional Management and Scheduling.

Goal 4.0 The student will become familiar with and develop management skills to improve the quality of curriculum and instruction.

The student will:

4.1 become familiar with the state's governance over the schools in the areas of curriculum and instruction and recognize the powers which properly belong to the state and those which can be delegated to the school district.

4.11 demonstrate knowledge of the legal powers of the state through successful completion of a written examination at the 80% proficiency level.

4.12 analyze legal case studies, applying knowledge of the plenary powers of the state in the areas of curriculum and instruction and the delegated and implicit powers of the local school district.

4.2 develop the ability to manage the generation of instructional goals and objectives and apply them to an instructional sicuation.

4.21 become familiar with the current educational philosophies and psychological theories and visit schools where models are implemented.

4.22 direct a building level effort evaluation of existing objectives against district priorities.

4.3 develop a systematic plan for implementing changes at the building level/district level for instructional improvement.

4.31 develop ability to assess needs and establish priorities by conducting a needs assessment in an actual school setting or simulating the process in class.

4.32 define types of structures which are necessary to achieve established goals.

4.33 create an effective high school master schedule.

4.34 write a building budget that displays concepts of program definition, relations to goals, needs assessment and allocations based upon the same.

4.341 critique in terms of "payoff" value to the organization.

4.35 develop the ability to assess curricular and instructional innovations.

4.351 given an assessment of a curricular or instructional innovation, indicate whether it is appropriate for a particular situation (include relevant variables, sampling, etc.)

4.352 in a given situation, be able to identify all relevant variables and appropriate sampling procedures for the assessment of a particular curricular or instructional innovation.

4.4 develop an awareness of curricular innovations within various subject areas by reading pertinent material and conducting visitations of innovative programs.

4.41 report on and critique at least several innovative programs.

4.42 assess degree of general applicability of each of the programs.

4.5 analyze strengths and weaknesses of various instructional and assessment procedures through a written or oral report.

4.5 analyze strengths and weaknesses of various instructional and assessment procedures through a written or oral report.

4.51 develop a criteria of evaluation.

4.52 apply criteria to an existing instructional program.

4.53 assess value and effectiveness of the criteria.

Accountability and Evaluation.

Goal 5.0 The student will be able to utilize techniques of data analysis and to implement evaluation procedures consistent with his/her educational philosophy and role identification.

At the minimum level, the student will:

5.1 know the appropriateness and limitations of data analysis.

5.11 state the limitations and assumptions of data analysis techniques.

5.12 given a specific hypothesis and measures, use the appropriate data analysis techniques.

5.2 be aware of optional models for program evaluation.

5.21 state the purposes of various evaluation models.

5.22 given a specific evaluation project, name an appropriate evaluation model.

5.3 develop the ability to assess the climate for accountability and evaluation.

5.31 given a particular situation and a proposed evaluation model and design, identify points of possible resistance or acceptance.

5.32 be able to estimate the receptivity of personnel for evaluation in specific situations.

5.33 given an unreceptive climate for evaluation in a specific situation, be able to increase receptivity.

5.34 be able to generate arguments concerning the appropriateness of evaluation in a situation, including involvement of different parties.

5.4 (refer to 4.35) develop the ability to assess curricular and instructional innovations.

5.41 given an assessment of a curricular or instructional innovation, indicate whether it is appropriate for a particular situation (include relevant variables, sampling, etc.)

5.42 in a given situation, be able to identify all relevant variables and appropriate sampling procedures for the assessment of a particular curricular or instructional innovation.

5.5 develop the ability to implement the interpretation and results of evaluation criteria.

5.51 given the results of an evaluation, identify, through needs assessment the changes which should be made (if any) to improve the situation, based on values and costs.

5.52 given the results of an evaluation, correctly identify the points of intervention in the system which will most likely result in the desired change.

5.6 (refer to 1.13) study methods and ways to evaluate staff competency and effect a plan for developing these competencies.

5.61 develop a plan for operationalizing a program of staff evaluation.

5.62 identify major strengths and/or weaknesses in filmed or actual segments of staff performance.

Accountability and Evaluation.

Goal 5.0 The student will be able to utilize techniques of data analysis and to implement evaluative procedures consistent with his/her educational philosophy and role of identification.

At the level of specialized interest, the student will:

5.1 know appropriateness and limitations of data analysis.

5.11 state the limitations and assumptions of data analysis techniques.

5.12 given a specific hypothesis and measures, use the appropriate data analysis techniques.

5.13 given a research or evaluation report, discriminate between valid and invalid techniques of data analysis, based on the questions asked or hypothesis tested.

5.14 discriminate between appropriate and inappropriate measurement techniques.

5.15 given an hypothesis to be tested or questions to be answered, develop an appropriate research or evaluation design including measures to be used, developed, etc.

5.2 be aware of optional models for program evaluation.

5.21 state the purposes of various evaluation models.

5.22 given a specific evaluation project, name an appropriate evaluation model.

5.23 given a case study of an evaluation project, indicate appropriate and inappropriate uses of evaluation models, or failure to include an appropriate model.

5.24 given an operation and situation, be able to generate an appropriate model, correctly identifying the concerned parties, problems, legal requirements, which is amenable to an evaluation design.

5.3 develop the ability to assess the climate for accountability and evaluation.

5.31 given a particular situation and a proposed evaluation model and design, identify points of possible resistance or acceptance.

5.32 be able to estimate the receptivity of personnel for evaluation in specific situations.

5.33 given an unreceptive climate for evaluation in a specific situation, be able to increase receptivity.

5.34 be able to generate arguments concerning the appropriateness of evaluation in a situation, including involvement of different parties.

5.4 (refer to 4.35) develop the ability to assess curricular and instructional innovations.

5.41 given an assessment of a curricular or instructional innovation, indicate whether it is appropriate for a particular situation (include relevant variables, sampling, etc.)

5.42 in a given situation, be able to identify all relevant variables and appropriate sampling proce-

dures for the assessment of a particular curricular or instructional innovation.

5.5 develop the ability to implement the interpretation and results of evaluation criteria.

5.51 given the results of an evaluation, identify, through needs assessment the changes which should be made (if any) to improve the situation, based on values and costs.

5.52 given the results of an evaluation, correctly identify the points of intervention in the system which will most likely result in the desired change.

5.6 (refer to 1.13) study methods and ways to evaluate staff competency and effect a plan for developing these competencies.

5.61 develop a plan for operationalizing a program of staff evaluation.

5.62 identify major strengths and/or weaknesses in filmed or actual segments of staff performance.

Resource Management.

Goal 6.0 The student will be able to identify the programmatic goals and the resources of the organization and to convert the educational program, consistent with his/her educational philosophy into financial terms collectively constituting a budget document which supports that educational program.

At the minimum level, the student will:

6.1 become familiar with the economics of education.

6.11 indicate an understanding of the problems of public investment and financing of education through successful completion of a written examination at the 80% proficiency level.

6.12 analyze the issues in social cost and benefits and be prepared to discuss these issues in oral or written form.

6.13 given simulated situations, demonstrate the ability to suggest alternative legal sources of revenue for the public school system or local school district.

6.2 prepare a budget document for an actual or simulated school situation by:

6.21 identifying educational programs and/or components which should be included in the budget.

6.22 estimating anticipated expenditures.

6.23 estimating anticipated receipts by calculating revenue from local, state and federal sources.

6.24 setting priorities and making decisions which balance anticipated receipts and anticipated revenue.

6.25 demonstrating familiarity with state administrative rules and regulations.

6.3 become familiar with procedures and techniques for managing income through study of procedures and possible experience in actual situation.

6.31 demonstrate knowledge of procedures for obtaining local tax funds, state foundation and categorical aid, federal funds for special purposes, and grants under title programs through successful completion of a written examination at the 80% proficiency level.

6.32 demonstrate knowledge of banking procedures through simulated situations or written examinations.

6.4 know lawful procedures for purchasing including processes of bidding, awarding contracts and making emergency purchasing transactions.

6.41 given a simulated situation, in oral or written form, demonstrate knowledge of lawful procedures for purchasing.

6.5 identify deductions and interpret periodic reports for withholding taxes, retirement plans, etc.

6.51 given a payroll for a specific school, identify deductions.

6.52 given periodic reports for a specific school, interpret withholding taxes, retirement plans, etc.

6.6 become familiar with procedures for expenditure control.

6.61 demonstrate through successful completion of a written examination at the 80% proficiency level, a knowledge of procedures for expenditure control.

6.7 identify elements of an effective financial record keeping system and be able to interpret monthly budget and financial reports.

6.71 given some sample record keeping systems, be able to identify elements of an effective financial record keeping system.

6.8 communicate adequately financial reports to the lay public.

6.81 given evidence of ability to communicate financial reports to lay public by preparing a written or oral report.

6.9 relate total program costs to educational outcomes.

6.91 given a simulated or actual school program, prepare a unit-cost analysis and relate total program costs to educational outcomes.

6.10 ensure that educational facilities reflect and enhance the educational program.

Through critique of actual or simulated educational program, indicate:

6.101 the extent of long-range planning considering population projections.

6.102 evaluation of building utilization and capacity.

6.103 relation of building design to proposed educational program.

6.104 familiarity with state rules and regulations governing building and renovation of educational facilities.

Resource Management.

Goal 6.0 The student will be able to identify the programmatic goals and the resources of the organization and to convert the educational program, consistent with his/her educational philosophy into financial terms collectively constituting a budget document which supports that educational program.

At the level of specialized interest (recommended for the superintendency), the student will:

6.1 become familiar with the economics of education.

6.11 indicate an understanding of the problems of public investment and financing of education through successful completion of a written examination at the 80% proficiency level.

6.12 analyze the issues in social cost and benefits and be prepared to discuss these issues in oral or written form.

6.13 given simulated situation, demonstrate the ability to suggest alternative legal sources of revenue for the public school system or local school district.

6.2 prepare a budget document for an actual or simulated school situation by:

6.21 identifying educational programs and/or components which should be included in the budget.

6.22 estimating anticipated expenditures.

6.23 estimating anticipated receipts by calculating revenue from local, state and federal sources.

6.24 setting priorities and making decisions which balance anticipated receipts and anticipated revenue.

6.25 demonstrating familiarity with state administrative rules and regulations on above points.

6.3 become familiar with procedures and techniques for managing income through study of procedures and possible experience in actual situations.

6.31 demonstrate knowledge of procedure for obtaining local tax funds, state foundation and categorical aid, federal funds for special purposes and grants under title programs through successful completion of a written examination at the 80% proficiency level.

6.311 in actual school situation, assist experienced personnel in applying for funds on a local, state or federal level.

6.32 demonstrate knowledge of banking procedures through simulated situations or written examinations.

6.33 demonstrate knowledge of procedures for conducting bond referendum election and bond sale through written examination or clinical experience.

6.4 know lawful procedures for purchasing including processes of bidding, awarding contracts, and making emergency purchasing transactions.

6.41 given a simulated situation, in oral or written form, demonstrate knowledge of lawful procedures for purchasing.

6.5 identify deductions and interpret periodic reports for withholding taxes, retirement plans, etc.

6.51 given a payroll for a specific school, identify deductions.

6.52 given a simulated or actual school setting, compute all deductions, prepare deposits and periodic reports for withholding taxes, retirement plans, etc. and compute individual earning data into period payrolls.

6.6 become familiar with procedures for expenditure control.

6.61 demonstrate knowledge of procedures for expenditure control through successful completion of a written examination at the 80% proficiency level.

6.62 given a simulated situation, apply knowledge of established procedure for requisitioning, ordering, and receiving equipment and supplies as well as reporting of differences between expenditures to date and budget allocations for particular amounts.

6.7 identify elements of an effective financial record keeping system and be able to interpret monthly budget and financial reports.

6.71 given some sample record keeping systems, be able to identify elements of an effective financial record keeping system.

6.72 in an actual or simulated situation, prepare procedures for insuring systematic handling of cash and prepare monthly budget and annual financial reports.

6.8 be able to communicate financial reports to the lay public.

6.81 give evidence of ability to communicate financial reports to lay public by preparing a written or oral report.

6.9 relate total program costs to educational outcomes.

6.91 given a simulated or actual school program, prepare a unit-cost analysis and relate total program costs to educational outcomes.

6.10 ensure that educational facilities reflect and enhance the educational program.

Through critique of actual or simulated education program, indicate:

6.101 the extent of long-range planning considering population projections.

6.102 evaluation of building utilization and capacity.

6.103 relation of building design to proposed educational facilities.

6.104 familiarity with state rules and regulations governing building and renovation of educational facilities.

Policy Management.

Goal 7.0 The student will be able to recognize the formal and informal institutional governance structure and develop skills in generating and executing school policy effectively.

At the minimum level, the student will:

7.1 be familiar with the general theories of political behavior.

7.11 demonstrate a knowledge of these theories through successful completion of a written examination at the 80% proficiency level.

7.2 relate the influence of the political process to the school system.

7.21 given a suggested list of current professional literature, analyze how parties interested and involved in education employ power techniques.

7.22 given issues in education, trace the influence of political techniques on the settlement of these issues.

7.3 on the local level, identify board characteristics and community needs.

7.31 given simulated situations, demonstrate intercultural perception skills in identifying community needs.

7.4 translate policy into action, using assessment data.

Given an actual or simulated situation:

7.41 create alternative recommendations for the board.

7.42 in an actual or simulated situation, establish guidelines for translation of board policy into action.

7.43 in an actual or simulated situation(s), execute effectively board policy.

7.5 interpret the dynamics of the board by identifying the possessors of power and pressures on the board.

7.51 given selected reading, identify, in written or oral form, possessors of power and pressures on the board.

7.52 given an actual or simulated situation, demonstrate the ability to interpret the dynamics of the board.

7.6 interpret adequately policy actions of the board to institutions and constituencies.

7.61 assess in written or oral form the needs, constraints and atmosphere of the institution and constituencies.

7.62 outline a plan for communicating policy action of the board to institutions and constituencies, after assessing their needs and constraints.

7.63 implement an established or new mechanisms to utilize feedback of effects of policy application on students, institutions and communities.

7.631 give a financial and organizational base for evaluating efforts.

7.632 communicate evaluation in understandable and effective language.

<u>Policy Management</u>.

Goal 7.0 The student will be able to recognize the formal and informal

institutional governance structure and develop skills in generating and executing school policy effectively.

At the level of specialized interest (recommended to the superintendency), the student will:

7.1 be familiar with the general theories of political behavior.

7.11 demonstrate a knowledge of these theories through successful completion of a written examination at the 80% proficiency level.

7.2 relate the influence of the political process to the school system.

7.21 given a suggested list of current professional literature, analyze how parties interested and involved in education employ power techniques.

7.22 given issues in education (for example, busing, parochiaid), trace the influence of political techniques on the settlement of these issues.

7.3 on the local level, identify board characteristics and community needs.

7.31 given simulated situations, demonstrate intercultural perception skills in identifying community needs.

7.4 translate policy into action, using assessment data. Given an actual or simulated situation:

7.41 create alternative recommendations for the board.

7.42 in an actual or simulated situation, establish guidelines for translation of board policy into action.

7.43 in an actual or simulated situation(s), execute effectively board policy.

7.5 interpret the dynamics of the board by identifying the posessors of power and pressures on the board.

7.51 given selected reading, identify, in written or oral form, possessors of power and pressures on the board.

7.52 given an actual or simulated situation, demonstrate the ability to interpret the dynamics of the board.

7.6 effectively lead the board in change and implementation of policy.

Given an actual or simulated situation:

7.61 demonstrate the skill to conduct a meeting with a climate which is non-threatening to board members.

7.62 introduce a proposal for change in policy.

7.63 construct guidelines for procedures for implementing new policies.

7.64 assess outcomes of board policy.

7.65 demonstrate the skill to conduct a meeting with a climate from the community which is threatening to board members.

7.7 interpret adequately policy actions of the board to institutions and constituencies.

7.71 assess in written or oral form the needs, constraints and atmosphere of the institution and constituencies.

7.72 outline a plan for communicating policy action of the board to institutions and constituencies, after assessing their needs and constraints.

7.73 implement an established or new mechanism to utilize feedback of effects of policy application on students, institutions and communities.

7.731 give a financial and organizational base for evaluating efforts.

7.732 communicate evaluation in understandable and effective language.

Phase II

The Delivery Systems

INTRODUCTION

Recognizing competencies as the end and the constant, the University is seeking to provide a program which offers alternative means to achieve those competencies. At this juncture, major consideration has been given to the course structure so that revamped it will allow a student to achieve the competencies. It also should be noted that the curricular design includes not only the course content for competency-based certification, but also the studies necessary to fulfill degree requirements.

A second alternative is inherent within the course structure and that is the option of independent study. Demonstrated acquisition of any one of the competencies at the end of the independent study would give credence to the student's successful completion of the study.

The third alternative is a project for the immediate future. Recognizing the variety of backgrounds from which the individual student comes, the Department of Educational Administration must investigate methods of allowing the student to "test out"; that is, if he/she not only possess the competency but has successfully demonstrated that competency, testimony to this might be given and accepted by the University. Factors to be explored include an acceptable measurement and evaluation of the competency and a consideration of the financial expenses incurred by the University to provide the measurement service and maintain a quality educational program. Thus, this third alternative is not possible to effect immediately, but a committee will be appointed to investigate possibilities.

Figure I depicts the mode of entering the program. Once the applicant is accepted by the Graduate School and into the Department of Educational Administration, he/she may choose to acquire the specified competencies through the traditional course structure. Figure II illustrates the components of Program Alternative One: the Traditional Course Structure. A description of each of the elements from entry to certification is found in the succeeding pages.

A student may also choose to acquire competencies through Program Alternative Two: Option for Independent Study within the Traditional Course Structure. This alternative may be utilized immediately.

Program Alternative Three: Demonstrated Competencies to be Evaluated by Acceptable Committee and System of Measurement is not open to any student at the present time. However, it is hoped that in the near future, this alternative will be a legitimate and possible choice for students.

COMPONENTS OF TRADITIONAL COURSE STRUCTURE

Program Prerequisites. Admission to the graduate school is a prerequisite for any candidate for the Educational Administration Program. In addition to that, certain basic skills in mathematics and composition are assumed of all students. Also, specific knowledge about the general history and structure of American education is required prior to entry into foundation studies. Students unable to meet these requirements may take remediation courses or read for examination. Students will have one quarter to meet these requirements successfully. If they are not met within that time, the student may not continue in the Educational Administration program until they are satisfied.

FIGURE I

PROGRAM ENTRY ACTIVITIES

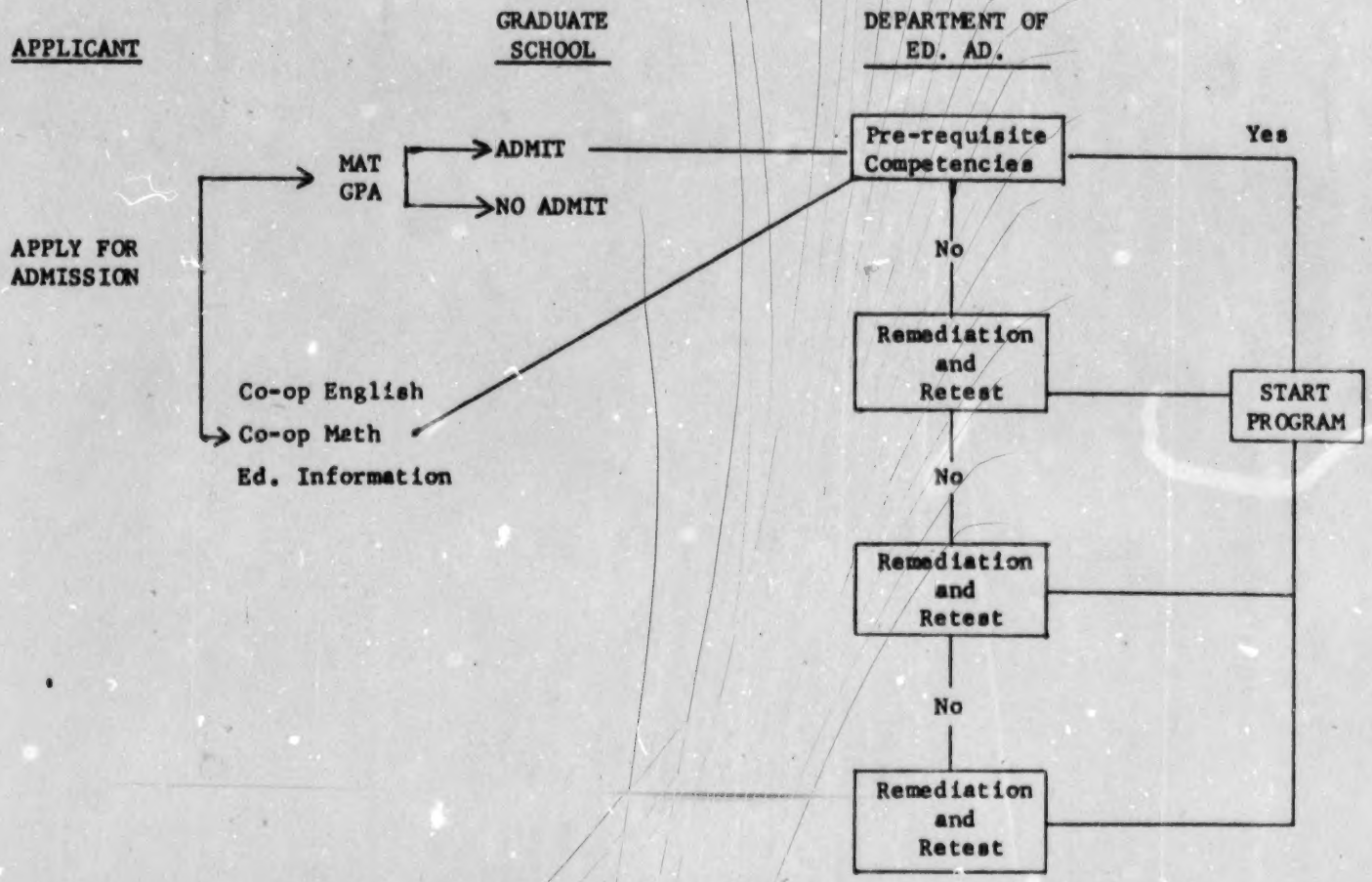
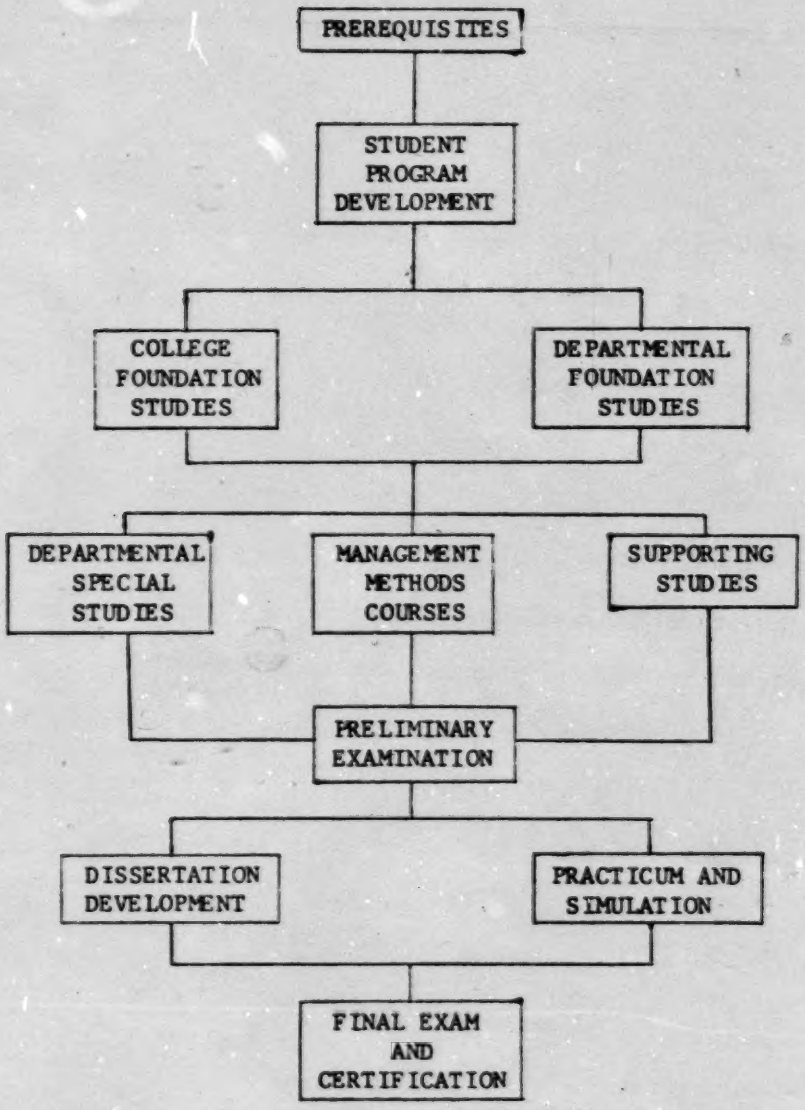


FIGURE II

PROGRAM STRUCTURAL COMPONENTS



Student program development. As the student enters the program, he/she will be given some time to reflect on his/her own educational philosophy and to consider his/her career goals. Subsequent to this, the student will be given the division's administrative role definitions and the list of identified competencies. Then, in consultation with an advisor, the student will determine those competencies which he/she needs to acquire and the best means for him/her to achieve those competencies.[1]

Foundation studies. The Foundation offerings of the department are:

Ed. Ad. 8-201 - Formal Organizations in Education
Ed. Ad. 8-202 - The Politics of Education
Ed. Ad. 8-210 - Economics of Education
Ed. Ad. 8-220 - Administrative Analysis
Ed. Ad. 8-224 - The Legal Basis for Education

Students are required to take Ed. Ad. 8-220 (or suitable equivalent) and at least two additional courses from the above list. In addition, the division has identified competencies requiring historical, social, psychological and philosophical foundations according to the specific career goals of the student. If not offered in the Department of Educational Administration, course work concerned with these competencies may be found in other divisions of the College of Education.

Divisional special studies. These experiences are directly related to specific role performance competencies needed by educational administrators. At present, they are being developed to meet needs identified by comparison of departmental offerings with list of required competencies.

Management methods. The methodological dimension of department programs is divided into three distinct "tracks". Program Analysis deals with analysis and decision-making concerning instructional program (Ed. Ad.

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[1] See p. 6 of text for further explanation of this component of the program.

8-221, 223), Policy Analysis presents a simulation approach to the study of education management decisions (Ed. Ad. 8-340, 341), and Resource Analysis treats the budgeting and fiscal administrative aspects of school operation (Ed. Ad. 8-211, 212, 213). Students are strongly encouraged to complete at least one of these tracks, but some students may wish or need to take one course from each of these tracks.

Supporting studies. All student programs contain areas of concentration "outside" education. These studies are selected by the student to build capability in analysis of educational problems and to assist in identifying a substantive research problem for dissertation.

Preliminary examination. The revised examination is viewed as covering specific detail in the student's program along with a critical review by committee of a dissertation idea or proposal. It is intended as an assessment of the student's area of expertise and his/her ability to use knowledge for the purpose of asking suitable research questions as well as for its practical implications. At present the preliminary examination is required of the doctoral candidate only.

Dissertation development. The student's formal coursework concludes with an advanced seminar in his/her particular area of interest. These seminars are the outgrowth of the research and teaching interests of faculty in the department and express areas of concentration important to Educational Administration. For example, students with interest in policy development and analysis might begin their work with studies in the economic and political foundations of education (Ed. Ad. 8-202, 210), and continue with methods for policy analysis (Ed. Ad. 8-340, 341) and supporting studies in Public Affairs, Economics or Political Science. A Policy Analysis seminar culminates this program and promotes the development and design of student research.

Practicum and simulation. The student enhances his/her capacity for application of his/her skill and knowledge to the practice of educational administration in two ways. He/she may, through simulation, identify characteristics of his/her performance needing further work, then he/she may engage in an on-the-job internship under supervisions of department staff. The net result is a growth in student skill as well as some assessment of student competency in administrative practices.

Final examination and certification. At this step, whether it be at the Specialist or Doctorate level, the total program of the student is examined along with his/her research work. The result of this examination is twofold: 1) the student is accorded formal certification for administrative roles and 2) the student is certified for degree receipt at the University.

For more detail of course offerings covering specified competencies, see Appendix E.

RECOMMENDATIONS

Competencies

In analyzing the competency-based program submitted by the Department of Educational Administration of the University of Minnesota to the Minnesota State Department, it is important to remember that this is only the first step in a continuous process. Therefore, there remains much work to be accomplished. The competencies as formulated are heavily concentrated on the experiential. This is largely due to the fact that these kinds of tasks are easier to measure. However, to a certain degree, their nature also reflects the major thrust of the department. Efforts to include more theory may necessitate some revamping of the competencies.

The competencies are the fruit of research of competencies identified by practicing administrators and the contributions of faculty and students within the Department of Educational Administration. As such they underscore the major competencies needed in the field of educational administration. To utilize them as comprehensive objectives, another year's work should be done. During that time each indicator[1] of the competencies should be analyzed to determine to what degree the competency is possessed. For example, competency 1.9 reads, "Each student will study recruitment procedures of various public school districts and compare his/her staffing plan with the staffing plan of another district." Indicators of his competency should include experiences

[1] To provide for and encourage freedom of instruction for the professor and variety of experience for the student, the measurement aspect of the competencies was separated from the statement of competency and listed as indicators under the competency.

corresponding to the conceptual, technical and human domains. This constant refinement would alleviate some of the danger of generating competencies on such a low level that the concept of competency-based programs becomes meaningless.

Measurement

The constant perusal of the indicators would correspond with the role of those who are working on ways to measure the attainment of the competencies. Currently, most of the indicators are based on subjective judgements of written teacher-made tests. Much work needs to be done on establishing criteria for each of the competencies. Perhaps a committee composed of practicing administrators, college professors, and Educational Administration students could form to set at least minimal criteria. To facilitate their work, they could have recourse to the state and national commissions dealing with the same problem.

Delivery System

As the Department had only one year to develop a program for the State Board of Education, certain limits had to be recognized. A major one of these relates to the structuring of courses. Recognized by the Department as only one of the alternative ways of gaining competencies necessary for certification, the revamping of course structure has taken place simultaneously with the delineation of role competencies. This has the advantage of allowing professors to check current course objectives against the list of goals and competencies and to recognize identified competencies which are not being met through courses. It has the disadvantage of centering concentration on the courses rather than on the competencies. However, because the development is in its initial

stages, it is possible to foresee the time when the traditional course structure (ten weeks, three quarter credits) will disappear and new structures of course content (such as three or five week module) will emerge. Attention will then begin to focus on the competencies with flexibility in the means of attaining those competencies.

A current check-list of the identified competencies finds some course gaps in the areas of public relations, instructional management, evaluation and policy development. An additional foundation level course in the area of human relations might serve as a springboard for public and student relations (Goals 2.0 and 3.0). The Department also may want to consider the overlapping occurring in some areas. After this consideration, two alternatives are possible: to retain the courses as they are, feeling that the topics covered are from different perspectives or to revamp courses, eliminating duplication of efforts.

Alternatives to the Course Structure

While the department is continuing its revision of the current course structure, it also intends to explore alternate routes for students to achieve competencies. This exploration could include a study of California's program of internship during which students gain competencies in field experiences or Nova University's method of assessing competencies through a team of evaluators. This alternative path to certification is n_ further on the drawing board than the recognition of its potential for existence.

Until it takes form, students will have the option of doing independent study as an alternative to the traditional course setting. This option, although no substitute for the third alternative (see p. 31) could be used to give some flexibility to the course structure.

While alternate delivery systems are being explored, consideration also should be given to the system of grading, record keeping, etc. As the achievement of competencies becomes the goal rather than the completion of courses, A-N and even S-N grading will no longer be relevant. More reflective of the educational program will be the list of competencies acceptable for the desired role with the notation of the candidate's achieved level (one suggestion would be to list the competency and note whether he/she has achieved it at the Familiarity, Understanding or Application Level). In the conversion to this system of evaluation, prospective employers would have to be educated in its use.

Evaluation of the Program

As the program continues to develop and to be implemented, a system for ongoing evaluation of the competency-based program must be devised. This system would give continuous feedback to the various components of the program. It particularly would be aware of student input and output (the motivation and ability which the student brings to the learning experiences and the gain which he/she makes as a result of the learning experience), processes of learning (the learning experiences themselves and their relation to the competencies) and the atmosphere maintained by retention of old structures and created by the generation of new ones.

Resources

The last but certainly not the least important component of the Department's new program is its (the Department) resources. Following the trend of most educational institutions, the Department is faced

with increased student enrollment, maintenance of the current number of staff and reduction in budget. Planning and implementing a new program takes increased personnel time and increased monies. When financial restraints preclude expansion in people and/or money resources, then priorities must be set. If commitment to the program is valued as a necessity to improve the quality of educational leadership (long-range goal) and to offer a program relevant to the needs of today's students - tomorrow's leaders (short-range goal), then restraints on other areas must be employed. Perhaps, for a time, this will be a curtailment of the student enrollment. Maybe it will be a prioritizing of professional activities to free professors for planning processes. Another alternative would be an assessment of the total Department activity to determine what, if any, could be assumed by paraprofessionals and/or technological aids.

Resources, or the lack of them, constantly present a challenge in the implementation of any new program. Often, however, this challenge can be met where there is determination to make a program succeed.

CONCLUSION

The University of Minnesota's Educational Administration Competency-Based Program has been given birth. It is now vulnerable to the forces and pressures of the University environment - and the University is now vulnerable to it. Perhaps the best conclusion to its potential is the summary of Dennis Goolie:

> Accountability may force us to examine our goals and methods. . .
> But accountability may force us to achieve goals easily attained or most easily stated.
>
> Accountability may let us see for the first time what we are going. . .
> Or may deceive us by making us think that we are doing what we are not.
>
> Accountability may force us to refine our techniques for measuring and judging what we do. . .
> Or (it may force us) to depend on only those things which we can measure now.[1]

Time will determine the direction the University of Minnesota Competency-Based Program will take.

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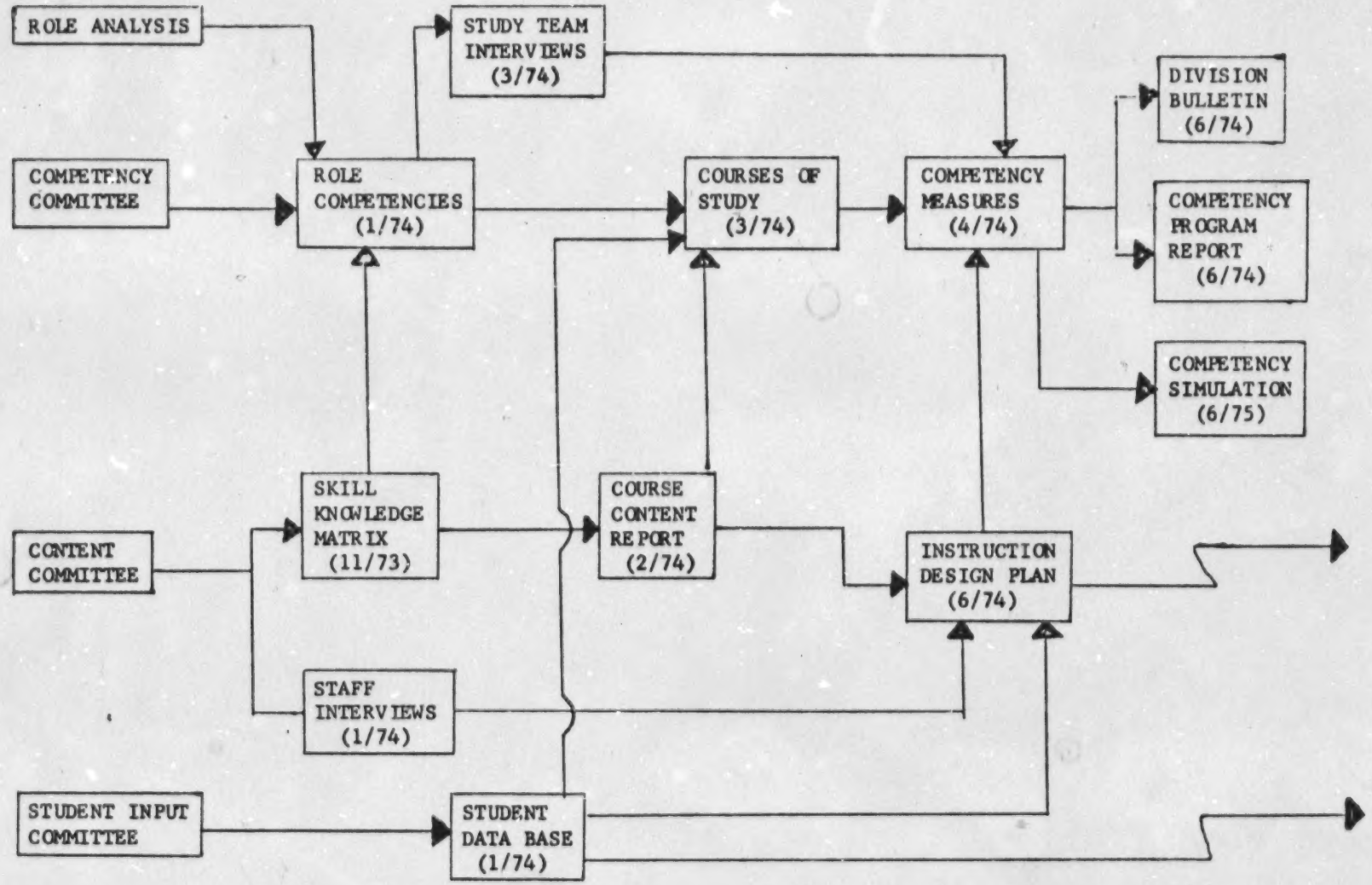
[1]Dennis Goolie, "Some Uneasy Inquiries into Accountability," Accountability in Education (Worthington, Ohio: Chas. Jones Publishing Co.) as cited in Proceedings of a Seminar, January 16-18, 1973 (Tempe, Arizona), p. 123.

APPENDIX A

COMPETENCY PROGRAM DEVELOPMENT PLAN



APPENDIX B

GENERAL INFORMATION FOR STUDENTS IN EDUCATIONAL ADMINISTRATION

Admission

Application for admission should be submitted to the Graduate School; application forms may be obtained by contacting the Graduate School, 310 Johnston (phone 373-2973). Students are encouraged to indicate the major as educational administration whether they intend to complete work which prepared them for administration in elementary, secondary, general or higher education.

Applicants for admission to educational administration programs are required to participate in a summer block-of-time program (Administrator Development Seminar) for assessment of administrative potential. A deviation from this entrance policy would require the approval of the Division Graduate Studies Committee. Pre-application for this course is required. It is suggested that students consult the department or their adviser during May to arrange for admission to the seminar.

A graduate level form of the Miller Analogies Test is required of all applicants for admission to graduate study in educational administration. This test may be taken any week day at the University of Minnesota in room 101 Eddy Hall.

Persons who have withdrawn from the Graduate School for two consecutive years or more and who wish to request readmission, or persons currently enrolled who intend to change their major field or degree objective from that originally approved by the Graduate School should submit a Change of Status to the Graduate School. This form may be obtained in room 215 Health Services or 322 Johnston Hall. Allow approximately four weeks for processing.

Selecting an Adviser

Students in educational administration select an adviser of their own choice. It is suggested that the student familiarize himself or herself with the faculty and their various fields of interest before doing so. Students who have completed the Master's degree in the Department will ordinarily continue with the same adviser unless either the student or the adviser requests a change. Such changes shall be cleared by the Department.

Registration

New students registering in the Department of Educational Administration for their first quarter should obtain their registration materials in 316 Johnston Hall. During consecutive quarters following initial registration, materials may be obtained in the Department office. These materials are never mailed to students. Each registration must be approved by the student's major adviser.

Time Limits

Master's degree: All requirements for the Master's degree must be met within seven years from the first registration for graduate credit.

Specialist certificate: The two-year Specialist program must be completed within a period of 12 years. Graduate credit earned previous to the 12-year span will be evaluated by the graduate faculty in the area of specialization and may be recommended to the Graduate School for acceptance on a full or partial basis. Persons who have completed a Master's degree prior to September 1, 1956, are exempt from the 12-year completion time, but must complete requirements for the Specialist certificate (beyond the Master's degree) within seven years after being admitted to the program.

Doctor's degrees: Effective with the quarter immediately following admission to candidacy (successful completion of the oral preliminary exam) for a Doctor's degree, the student must complete all requirements and receive the degree within five calendar years. Violation of this time limit without the approval of the Graduate School may require retaking the oral preliminary examination.

Residence Requirements

Candidates for advanced degrees must be registered for a minimum of three academic quarters and must pay not less than the full normal tuition for three quarters before receiving the degree. Even though a petition is approved for a student to complete the work for the Master's degree in five summer sessions, the non-resident student is required to pay for 6 summer sessions, the equivalent of three full quarters of tuition.

Transfer of Credit

A student admitted to the Graduate School may petition to transfer to his graduate record only the credits earned in his first academic quarter or summer terms as an adult or summer special student. Such work must be of graduate caliber and taught by a member of the graduate faculty. If his petition is approved, the student will be granted both residence and credit on his graduate record.

No transfers of graduate credits from other institutions will modify the minimum requirements of one academic year, or its equivalent, in residence for earning a graduate degree. For the Master's degree under Plan A, a minimum of 18 credits must be fulfilled in the Graduate School, U of Minn. At least 36 graduate credits under Plan B must be fulfilled in Graduate School registration at the University of Minnesota.

Transfer credits may be submitted as part of the progress toward the PhD, EdD and Specialist Certificate. In all cases, students are expected to complete at least one full year of course work (minimum of 45 credits) at the U of Minn. Students who complete Master's degree and Specialist certificate programs at Minnesota state colleges may transfer all graduate-level courses that are consistent with the certificate or degree requirements at the University of Minnesota.

* *

For additional information contact Professor Gary Alkire, Director of Graduate Studies, 373-5568 or Lola Fredrickson, 373-2248.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

STATE CERTIFICATION REQUIREMENTS

The certification requirements for public school administrative positions in the State of Minnesota are outlined in detail below. Students seeking administrative certification in other states are advised to check specific state requirements before final program approval.

TEACHER CERTIFICATION AND PLACEMENT SECTION

STATE OF MINNESOTA
Department of Education
St. Paul 55101

Edu 330 SCHOOL ADMINISTRATORS

(a) This regulation is effective July 1, 1974, for all applicants for entrance certificates for school administration. School administrators include all persons who function as, or who are classified as, school superintendents and assistant superintendents, elementary school principals and assistant principals, secondary school principals and assistant principals.

(b) Certificates shall be issued separately for each of the following positions:

(1) Superintendent of schools
(2) Elementary school principal
(3) Secondary school principal

(c) All candidates for certification shall have satisfactorily completed a program in school administration appropriate for the certificate requested which is approved by the department of education and

(1) which results in a specialist or higher degree, or
(2) which results in the completion of a program consisting of a minimum of 45 quarter credits, or the equivalent, beyond a master's degree.

(d) Evidence shall be provided to the state department of education by those responsible for the training programs to show that competency-based programs submitted for approval have been developed with appropriate participation from school administrators, teachers school board members, and citizens. All applicants for administrative certifications recommended by those responsible for training programs shall have competencies in all of the following areas: school administration, supervision, curriculum, and instruction.

(e) All candidates shall have completed three years of successful teaching experience on a certificate valid for the position in which the experi-

ence was obtained. For elementary principals, the experience must be at the elementary level. For secondary principals, the experience must be at the secondary level.

(f) The issuance of the first continuing certificate is contingent upon:

(1) The candidate's possession of an issued valid and appropricate administrative entrance certificate, and
(2) One year of successful experience in the certificated administrative role during the time that the applicant holds an appropriate administrative entrance certificate.

(g) Persons holding standard or provisional certificates for one of the administrative roles, whose first certificate for this role was issued prior to September 1, 1967, may be issued a continuing administrative certificate upon the next renewal.

(h) The continuing certificate may be renewed according to general regulations of the state board of education pertaining to continuing education, except that the endorsement of a superintendent's certificate required by Edu 547, shall be verified by the clerk of the local board of education on behalf of the board of education.

(i) In order to provide means for persons holding standard administrator's certificates to phase into the requirements of Edu 330, Sections (a) through (h), the following provisions of Section (i) shall pertain until July 1, 1979, at which time Section (i) shall be deleted from Edu 330 without further action of the board of education.

(1) Persons holding standard certificates for one of the administrative roles whose first certificate for this role was issued after September 1, 1967, shall complete the requirements of Edu 330, Sections (a) through (h), by July 1, 1979, or on the next date when an applicant's certificate must be renewed if it falls after July 1, 1979.

(2) Any person whose standard certificate as a school administrator lapses after July 1, 1974, shall meet requirements of Edu 330, Section (a) through (h).

Adopted by the Minnesota State Board of Education on April 16, 1973.

UNIVERSITY OF MINNESOTA REQUIREMENTS
FOR INSTITUTIONAL ENDORSEMENT
FOR SUPERINTENDENT'S AND PRINCIPALS' CERTIFICATES
RE: EDU 330 - SCHOOL ADMINISTRATORS
(effective 1 July 1974)

Minnesota State Board of Education requirements for administrator's certificates, as outlined above, provide that institutions approved for the preparation of school administrators shall certify that applicants have completed satisfactorily a program in school administration appropriate for the certificate requested which is approved by the department of education and which results in a Specialist Certificate or higher degree, or which results in the completion of a program consisting of a minimum of 45 quarter hour graduate credits, or the equivalent beyond a Master's degree.

The University of Minnesota will certify only those applicants for certificates who have completed a Specialist Certificate or higher degree program or an approved program consisting of a minimum of 45 quarter hour graduate credits, or the equivalent, beyond a Master's degree which includes the following:

1. Superintendent's Certificate

   A. Competencies in school administration to be verified by the completion of a minimum of 30 quarter hours including those found in courses

      EdAd 8-201 — EdAd 8-218
      EdAd 8-202 — EdAd 8-220
      EdAd 8-210 — EdAd 8-224

   B. Competencies in curriculum, instruction, and supervision equivalent to 12 quarter hours - six at the elementary school level and six at the secondary school level.

   C. Competencies equivalent to 12 quarter hours of graduate credit selected from not less than three of the following:

      Psychology of human behavior
      Tests and measurements
      Philosophy of education
      Education of exceptional children
      Guidance

2. Elementary Principal's Certificate

   A. Competencies in school administration to be verified by the completion of a minimum of 30 quarter hours including those found in courses

      EdAd 8-215 — EdAd 8-216 or 8-217

      Competencies equivalent to 12 quarter hours from among courses

      EdAd 8-201 — EdAd 8-218
      EdAd 8-202 — EdAd 8-220
      EdAd 8-210 — EdAd 8-224

B. Competencies in curriculum and supervision equivalent to 12 quarter hours - six credits of which must be for work at the elementary school level.

C. Competencies equivalent to 12 quarter hours of graduate credit selected from not less than three of the following:

Psychology of human behavior
Tests and measurements
Philosophy of education
Education of exceptional children
Gudiance

3. Secondary Principal's Certificate

A. Competencies in school administration to be verified by the completion of a minimum of 30 quarter hours including those found in two of the three courses
EdAd 5-167, EdAd 8-264, EdAd 8-265

Competencies equivalent ot 12 quarter hours from among courses

EdAd 8-201	EdAd 8-218
EdAd 8-202	EdAd 8-220
EdAd 8-210	EdAd 8-224

B. Competencies in curriculum and supervision equivalent to 12 quarter hours - six credits of which must be for work at the secondary school level.

C. Competencies equivalent to 12 quarter hours of graduate credit selected from not less than three of the following:

Psychology of human behavior
Tests and measurements
Philosophy of Education
Education of exceptional children
Guidance

Further information on requirements and procedures for securing institutional endorsement for Minnesota administrator certificiation may be received from Chairman, Department of Educational Administration, 215 Health Service Building, University of Minnesota, St. Paul, Minnesota 55101. (612) 373-2248

APPENDIX D

Faculty Resources

The seven specialized educational administration program areas are: (1) elementary school administration; (2) secondary school administration; (3) school superintendency; (4) central administration; (5) college administration; (6) college professorship; and (7) educational agencies.

The data presented here are intended to summarize by program category the members of the educational administration faculty who carry primary responsibilities for program development, instruction, advisement, supervision, and research in each program area. The faculty are listed by appropriate program specialization, giving faculty rank, degree status, graduate faculty status, and full/part-time status.

A. ELEMENTARY SCHOOL ADMINISTRATION (M.A., Specialist Certificate, Ed. D., Ph. D.)

Alkire, Gary F., Assoc. Prof.	Ed.D., Michigan State Univ.	"B"
Lambert, Ronald T., Prof.	Ph.D., Univ. of Minnesota	"B"
Part-time:		
Benson, Harold, Lecturer	Ph.D., Univ. of Minnesota	"A-1"
Larson, Bernard, Lecturer	Ph.D., Univ. of Minnesota	"A-1"

B. SECONDARY SCHOOL ADMINISTRATION (M.A., Specialist Certificate, Ed.D., Ph. D.)

Jackson, Thomas L., Asst. Prof.	Ed.D., Univ. of Minnesota	"A-3"
Mazzoni, Tim L., Asst. Prof.	Ph.D., Claremont Grad. Sch.	"A-3"
Nickerson, Neal C. Jr., Prof.	Ed.D., Columbia Univ.	"B"
Popper, Samuel H., Prof.	Ph.D., New York Univ.	"B"

C. SCHOOL SUPERINTENDENCY (M.A., Specialist Certificate, Ed. D., Ph. D.)

Hooker, Clifford P., Prof.	Ed.D., Indiana Univ.	"B"
Mansergh, Gerald, Assoc. Prof.	Ph.D., Univ. of Minnesota	"B"
Mueller, Van D., Prof.	Ed.D., Michigan State Univ.	"B"

Part-time:

Kaye, Bernard W., Lecturer	Ed.D., Columbia Univ.	"A-1"

D. CENTRAL ADMINISTRATION (M.A., Specialist Certificate, Ed.D., Ph. D.)

Alkire, Gary F.	Mansergh, Gerald	Popper, Samuel H.
Hooker, Clifford P.	Mueller, Van D.	
Lambert, Ronald T.	Nickerson, Neal C. Jr.	

Ammentorp, William M., Prof.	Ph. D., Univ. of Chicago	"B"
Hendrix, Vernon L., Prof.	Ph. D., Univ. of Texas	"B"
Morris, Jon R., Assoc. Prof.	Ph. D., Univ. of Colorado	"A-3"
Sederberg, Charles H., Assoc. Prof.	Ph. D., Univ. of Minn.	"B"
Weatherman, Richard F., Assoc. Prof.	Ph. D., Michigan State U.	"B"

Part-time:

Kent, James, Asst. Prof.	Ed. D., Harvard Univ.	"A-2"
Swanson, Dean, Asst. Prof.	Ed. D., Univ. of Minnesota	"A-1"
Wakefield, Wilbur L., Assoc. Prof.	Ed. D., Univ. of Nebraska	"A-2"

E. COLLEGE ADMINISTRATION (M.A., Specialist Certificate, Ed. D., Ph. D.)

Ammentorp, William M. and Hendrix, Vernon L.

Keller, Robert J., Prof.	Ph. D., Univ. of Minnesota	"B"
Morgan, Don A., Assoc. Prof.	Ph. D., Univ. of Portland	"B"

Part-time:

Wharton, Keith, Assoc. Prof.	Ph. D., Colorado State Univ.	"A-3"

F. COLLEGE PROFESSORSHIP (Ed. D., Ph. D.)

All "B" status faculty.

G. EDUCATIONAL AGENCIES (M.A., Specialist Certificate, Ed. D., Ph. D.)

All graduate faculty.

The graduate instruction and research specialty of each faculty member, full and part-time, is as follows:

1.	Alkire, Gary F.	Educational Facilities Planning, Elementary Principalship
2.	Ammentorp, William M.	Organizational Systems and Theory, Higher Education, Administration and Finance
3.	Benton, Harold	Elementary Principalship
4.	Hendrix, Vernon L.	Administrative Research: Techniques, Design, Methodology
5.	Hooker, Clifford P.	Educational Law, School District Organization
6.	Jackson, Thomas L.	Secondary School Principalship, Urban Education
7.	Kaye, Bernard	Personnel Administration
8.	Keller, Robert J.	Administration of Higher Education
9.	Kent, James	Urban Education, Alternative School Organization
10.	Lambert, Ronald T.	Supervision, Elementary Principalship
11.	Larson, Bernard	Elementary Administration Research
12.	Mansergh, Gerald	Personnel Administration, Leadership
13.	Mazzoni, Tim L. Jr.	Educational Policy Development, Politics of Education
14.	Morgan, Don A.	Administration of Two-Year Post-Secondary Institutions
15.	Morris, Jon R.	Administrative Research and Evaluation
16.	Mueller, Van D.	Educational Finance
17.	Nickerson, Neal C. Jr.	Secondary School Principalship, Personnel Evaluation

18.	Popper, Samuel H.	Organizational Theory, Humanities in Administration
19.	Sederberg, Charles H.	School Business Management
20.	Swanson, Dean	School District Organization, Management
21.	Wakefield, Wilbur L.	Administration of Two-Year Post-Secondary Institutions
22.	Weatherman, Richard F.	Administration of Special Education
23.	Wharton, Keith	Administration of Higher Education

In addition to the specialized faculty resources in educational administration, supporting faculty from other program specialties in education and in specialties from related and supportive disciplines in other University units provide instructional, research, advisement, and evaluative support to the programs listed herein.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Course Offerings

3-101 DIRECTED STUDY. (1-9 cr; prereq #)

Analysis of specific administrative situations or problems in the management of educational organizations.

5-101 PUBLIC SCHOOL ADMINISTRATION. (3 cr; not open to majors in educational administration; prereq 9 cr in education)

Organization, administration, and general support of public schools in state and local school districts.

5-103 SUPERVISION AND ADMINISTRATION OF SPECIAL EDUCATION. (3 cr; prereq #)

Procedures in establishing and improving educational programs for exceptional children.

5-105 WORKSHOP: ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION (3 cr)

Laboratory approach provides opportunities for experienced administrators of special needs programs to concentrate their study on common administrative and supervisory problems.

5-120 PRACTICUM: POST-SECONDARY ADMINISTRATION (3-6 cr; max 6)

Intensive group and individual examination of current and pertinent administrative problems in post-secondary but non-baccalaureate institutions.

5-127 WORKSHOP: POLICY DEVELOPMENT FOR SCHOOL MANAGERS (3 cr)

Elements of feedback control applied to policy development and implementation in education; development of policies for instructional management, personnel administration, and fiscal control; implementation plans and procedures for analysis of policy impact.

5-128 WORKSHOP: EDUCATIONAL ADMINISTRATION. (1-6 cr; prereq practicing educational administrator or #)

Laboratory approach provides opportunities for experienced administrators to concentrate their study on common administrative and supervisory problems.

5-130 ADMINISTRATOR DEVELOPMENT SEMINAR.(3-9 cr; max 9)

Assessment and development of skills required of the administrator in the areas of planning, decision-making, and human relations; introduction to contemporary issues in educational administration; initial course for student pursuing professional certification programs.

5-139 LABORATORY IN DECISION-MAKING. (1-4 cr per qtr)

Contribution of recent research and theory to effective administration; analysis of administrative behavior in realistic settings and relations of administration to human behavior.

5-167 JUNIOR HIGH SCHOOL. (3 cr; prereq 9 cr in education)

Sources of the movement; purposes, functions, and limitations; fundamental problems, types, and curricular implications of reorganization.

5-180, 5-181 SEMINAR: ADMINISTRATION OF SPECIAL EDUCATION. (3 cr § Sp Ed 8-560 and 8-561)

Problems of administration and organization of special education programs.

5-990 SEMINAR: ADMINISTRATION OF INDIAN PROGRAMS.(1-9 cr; max 9; § Am In 5-990)

Examination of various educational agencies dealing with Indian education and the development of research designs for the study and improvement of the administration of Indian educational programs.

8-201 FORMAL ORGANIZATIONS IN EDUCATION.(3 cr)

Focus on schools; organizations as social systems; individual behavior in organization roles; technical or production processes and management control systems.

8-202 POLITICS OF EDUCATION.(3 cr)

Formal and informal institutional governance structures; processes of political influence at local, state, and national levels; social science concepts, techniques of analysis, and research findings applied to participants, processes, structures, issues and outcomes involved in governing the public schools.

8-203 THE COMMUNITY SCHOOL. (3 cr)

Changing structure and process in school organization; the evolving team model; the multiple-skills process in socialization.

8-210 ECONOMICS OF EDUCATION.(3 cr)

Application of economic concepts to education, human capital, cost-benefit analyses of educational expenditures, rates of return to investment, economic decision-making; sources of

revenue, alternative tax sources; federal, state, and local distribution systems.

8-212 SCHOOL BUDGETING (3 cr; prereq 8-220)

Concepts and skills involved in preparing financial budgets for public schools; competency in translating educational programs into budgetary systems, anticipating revenue receipts, planning expenditures, and techniques for preparing a balanced budget.

8-213 FINANCIAL RESOURCE MANAGEMENT (3 cr; prereq 8-212 or #)

Concepts and skills involved in the management of financial resources in public schools; performance exercises related to public school accounting systems, purchasing, the controller function, and reporting and interpreting school financial data.

8-214 SCHOOL MANAGEMENT INFORMATION SYSTEMS (3 cr; prereq 8-220, 8-212; § 8-222)

Basic techniques required to generate, maintain, and access the computer-based management information system in education.

8-215 THE ELEMENTARY SCHOOL PRINCIPALSHIP. (3 cr; prereq 8-201 and 8-202, or #)

Problems in elementary school administration and the principal's role of leadership.

8-216 RECENT RESEARCH IN ELEMENTARY SCHOOL ADMINISTRATION. (3 cr; prereq 8-215)

Examination of pertinent research literature.

8-217 SEMINAR: ELEMENTARY SCHOOL ADMINISTRATION. (3 cr; prereq 8-216 or #)

Problems of administration and organization of instruction.

8-218 SEMINAR: THE SOCIAL ORGANIZATION OF SCHOOLS. (3 cr; prereq educational administration major or #)

Structural components of school organization examined within the framework of social system theory; classifications of system properties and observation in operational contexts investigated by means of empirical models.

8-219 SEMINAR: APPLIED HUMANISM IN ADMINISTRATIVE BEHAVIOR: THE CLASSICAL PERSPECTIVE. (3 cr § Clas 8-219; prereq 8-218 or #)

Interdisciplinary methodologies used to synthesize reflective thought and aesthetic works of classical antiquity with theoretical literature of administration and leadership roles. Special focus on classical materials having applied value for preparation of school administrators.

8-220 QUANTITATIVE FOUNDATIONS FOR MANAGEMENT METHODS. (3 cr)

Quantitative techniques for research and analysis of policy, program and management problems and decision situations in administration of educational organizations; includes computer usage.

8-221 QUANTITATIVE MODELS FOR PROGRAM ANALYSIS AND RESEARCH. (3 cr; prereq 8-220)

Quantitative techniques for program analysis, research and decision-making in the administration of educational organizations; emphasis on general linear models and computer usage.

8-223 QUANTITATIVE TECHNIQUES FOR DECISION MAKING. (3 cr; prereq 8-220 or #)

Decision making procedures and Bayesian statistical analysis for administration of educational organizations.

8-224 LEGAL IMPLICATIONS OF ACTS BY SCHOOL BOARDS, ADMINISTRATORS, AND TEACHERS. (3 cr)

Constitutional, statutory, and common law bases of school administration; principles growing out of fundamental legal procedures.

8-225 EDUCATIONAL POLICY AND THE LAW. (3 cr)

The analysis of court decisions, statutes and administrative regulations related to equality of educational opportunity and equal protection under the law.

8-226 EDUCATIONAL FACILITIES PLANNING. (3 cr)

Planning educational facilities for public and private school systems and institutions of higher education.

8-227 PUBLIC SCHOOL PERSONNEL PROGRAMS. (3 cr)

Selection, assignment, evaluation, and development of school personnel; salary and conditions of service, policies of administrative, instructional, and noninstructional personnel.

8-230 SCHOOL COMMUNITY RELATIONS. (3 cr)

Theory and practice of educational interpretation; principles, techniques of working with groups; the teacher's contacts with the community; the role of the pupil; professional and lay organization.

8-231 PRACTICUM IN SCHOOL-COMMUNITY RELATIONS. (1-4 cr)

Practical experience in design and use of basic tools in a program such as conducting community analysis; preparing copy and news releases; meeting, working with material for the press, radio, and television; planning school publications; opinion polling and personal conferences.

8-233 PRACTICUM: JUNIOR HIGH SCHOOL ADMINISTRATION. (1-4 cr)

Projects such as articulation with elementary and senior high school organizing to meet the needs of the preadolescent; activity programs; guidance functions.

8-234 SEMINAR: EDUCATIONAL FINANCE. (3 cr; prereq 8-210 or #)

Economic setting, sources and allocation of educational finances; evaluation of local, state and federal educational finance systems with reference to analysis of foundation aid formulas.

8-235 SEMINAR: APPLIED HUMANISM IN ADMINISTRATIVE BEHAVIOR: THE MODERN PERSPECTIVE (3 cr; prereq 8-218, educational administration major or #)

Administrative leadership and the human condition examined as an aspect of social exchange theory; includes concepts of power and influence and insights from the humanities.

8-236 SEMINAR: EDUCATIONAL FACILITIES PLANNING. (3 cr; prereq 8-226 or #)

The application of the principles of educational facility planning to the development of educational specifications.

8-237 SEMINAR: EDUCATIONAL LAW. (1-3 cr; prereq 8-224 or #)

Legal theory as it applies to education.

8-238 SEMINAR: THEORY AND RESEARCH. (3 cr; prereq 8-218, 8-235, educational administration major or #)

Research design involving thesis or field project; includes interrelatedness of formulation of conceptual framework and the analytical process; clinical and research problems.

8-240 SEMINAR: CLINICAL EXPERIENCES IN EDUCATIONAL ADMINISTRATION (1-9 cr)

For educational administration majors engaged in clinical experiences.

8-241 SEMINAR: INTERNSHIP IN EDUCATIONAL ADMINISTRATION (0-9 cr)

For interns in elementary, secondary, general, and post-secondary administration.

8-242 ADMINISTRATIVE ORGANIZATION AND STAFFING OF SCHOOL SYSTEMS. (3 cr; prereq #)

Analysis of patterns and staff of public schools, emphasizing the effective achievement of purpose in learning programs.

8-244,8-245,8-246 SEMINAR: ADMINISTERING PUBLIC EDUCATION IN METROPOLITAN AREAS. (2 cr per qtr [total 6] ; prereq grad major in educational administration)

Analysis of political, social, cultural, and fiscal developments.

8-253 ADMINISTRATION IN HIGHER EDUCATION. (3 cr; prereq Educ 8-250)

Control, faculty and employee personnel administration, budget making and administration, financial accounting and reporting, protection of college funds, public relations.

8-264 THE SECONDARY SCHOOL PRINCIPALSHIP. (3 cr)

The role of the principal; qualifications, duties, and problems, including current issues and factors of staff and student relationships.

8-265 ADMINISTERING THE HIGH SCHOOL PROGRAM. (3 cr)

Practices and procedures in scheduling, improving the curriculum, community relations, records and reports, school services, and program evaluation.

8-270* PROBLEMS: ELEMENTARY SCHOOL ADMINISTRATION. (Cr ar; prereq #)

8-271* PROBLEMS: SECONDARY SCHOOL ADMINISTRATION. (Cr ar; prereq #)

8-272* PROBLEMS: EDUCATIONAL ADMINISTRATION. (1-3 cr per qtr)

For superintendents and principals qualified to make intensive studies of a school system.

8-273 FIELD STUDY. (0-10 cr; prereq #)

Required for Specialist in Education certificate. The 10 credits will be based on a written report covering an approved field study. Students may register for the general planning and organization of their study without credit.

8-274 THE TWO-YEAR COLLEGE. (3 cr)

Present status, development, functions, organization, curriculum, and trends in post-secondary but non-baccalaureate institutions.

8-275 TWO-YEAR COLLEGE ADMINISTRATION. (3 cr; prereq 8-274 or #)

Selected topics and problems with administration and administrative positions, and organization of post-secondary but non-baccalaureate institutions.

8-276 SEMINAR: ADMINISTRATION OF CURRICULUM IN THE TWO-YEAR COLLEGE. (3 cr; prereq 8-274)

Examination of principles of curriculum management within post-secondary but non-baccalaureate institutions emphasizing methods of assessing faculty, courses offered, and administrative designs.

8-277 STUDENT PERSONNEL SERVICES ADMINISTRATION IN THE TWO-YEAR COLLEGE. (3 cr; prereq 8-274 and 8-275 or #)

An examination is directed into the administration of and organization of student personnel services within post-secondary

but non-baccalaureate granting institutions with an emphasis on developing methods of assessing outcomes of both the institutions and student personnel services as offered within them.

8-278 RECENT RESEARCH IN TWO-YEAR COLLEGE ADMINISTRATION. (1-3 cr; max 3; prereq #)

Examination of pertinent research topics in two-year college administration.

8-290 FINANCING HIGHER EDUCATION. (3 cr; prereq #)

8-291 PUBLIC RELATIONS FOR COLLEGES AND UNIVERSITIES. (3 cr; prereq #)

8-340 POLICY SYSTEMS IN EDUCATION (3 cr; prereq 8-220 and Δ)

Policy systems as feedback control structures; reduction of policy problems to causal structures translated into mathematical models; general principles of system structure and response used to interpret the behavior of typical policy systems in education.

8-341 ANALYSIS OF EDUCATION POLICY SYSTEMS (3 cr; prereq 8-340)

Techniques of computer simulation applied to the study of policy impact and management structures in education; simulation analysis of specific education policies, and techniques applicable to problems of personal interest.

APPENDIX F

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

UNIVERSITY OF MINNESOTA

ADVISORY COUNCIL

(1973-74 Membership)

MINNESOTA ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Dr. Donald Christenson, President, Rosemount Public Schools, Box 459, Rosemount 55068 — 423-2291

MINNESOTA ASSOCIATION OF SCHOOL ADMINISTRATORS

Dr. John Maas, Executive Secretary, 700 St. Paul Bldg., 5th and Wabasha, St. Paul 55102 — 224-1828

Dr. Lloyd Nielsen, President, 1251 West County Road B2, St. Paul 55113 — 612-633-8150

MINNESOTA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

Dr. Donald G. Zahn, President, Director of Business Affairs, Independent School District 197, 1037 Bidwell Street, West St. Paul 55118 — 227-9471

MINNESOTA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

David W. Meade, Executive Secretary, 700 St. Paul Bldg. — 224-1828

Howard Straiton, President, Nokomis Junior High School 3500 E. 51st Street, Minneapolis 55406 — 724-3688

MINNESOTA EDUCATION ASSOCIATION

Dr. Robert Reed, Director of Research-Negotiations, 41 Sherburne Ave., St. Paul 55103 — 227-9541

MINNESOTA ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

Robert Arnold, Executive Secretary, 41 Sherburne Ave., St. Paul 55103 — 227-9541 Ext. 222

Marvin Olson, President, and Principal, Sunset Terrace Elementary School, Rochester, Minn. 55901

MINNESOTA FEDERATION OF TEACHERS

Edward C. Bolstad, Executive Secretary, 2147 University Ave., St. Paul — 645-8673

MINNESOTA SCHOOL BOARDS ASSOCIATION

W. A. Wettergren, Executive Secretary, Box 129, St. Peter, Minn. 56082 — 507-931-2450, 335-8577

Ralph Hvidsted, President, Stephen, Minn. 56757

MINNESOTA STATE COMMUNITY COLLEGE SYSTEM

Dr. Carl Gerber, President, Lakewood Community College, White Bear Lake, Minn. 55110 — 770-1331

Emil Wilken, Asst. to the Chancellor for Planning, Capitol Square Bldg., 550 Cedar Street, St. Paul 55101 — 296-3367

MINNESOTA STATE DEPARTMENT OF EDUCATION

Dr. E. Raymond Peterson, Asst. Commissioner of Education, Capitol Square Bldg., 550 Cedar Street, St. Paul 55101 — 296-2414